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ABSIRACT

THE SUMMER STUDY-SKILLS PROGRAM (SSSP) DESCRIBED IN IHIS REPORT IS SPCNSORED BY THE EDUCATICNAL COUNSELING SERVICE OF THE BOARD OF NATICNAL MISSICNS, UNITED PRESBYTERIAN CHURCH. UNDER THE SSSP, TENTH-GRADE MINCRITY YOUTH FROM SMALL TCWNS OR RURAL AREAS OF THE SOUTHEASTERN AND SOUTHWESTERN UNITED STATES WHO ARE EDUCATIONALLY DISADVANIAGED BUT ARE RANKED HIGH ACCORDING TO THE NORMS OF THEIR COMMUNITIES ARE GIVEN A STRUCTURED 6-WEEK BASIC CURRICULUM OF MATHEMATICS, COMMUNICATIONS, AND READING. THIS CURRICULUM IS DESIGNED TO PREPARE PARTICIPATING STUDENTS FOR ACADEMIC SUCCESS IN THEIR REMAINING YEARS OF HIGH SCHOCL AND IN COLLEGE. IT IS REPORTED THAT OF THE MORE THAN 400 STUDENTS WHO HAVE TAKEN PART IN THE PROGRAM, 85% ARE ACCOUNTED FOR AND HAVE PERFORMED WELL IN COLLEGE. ALONG WITH THE DISCUSSION OF THE 1967 SSSP--IN TERMS OF TEACHING GOALS, STUDENT LIFE DURING THE SESSION, AND FINANCIAL SUPPORT FOR THE PROJECT--THE REPORT DESCRIBES 2 OTHER SSSP PROGRAMS: THE 1967 READING WCRKSHOP FOR ELEMENTARY TEACHERS AND THE 1967 ADMINISTRATORS WORKSHOP. (TL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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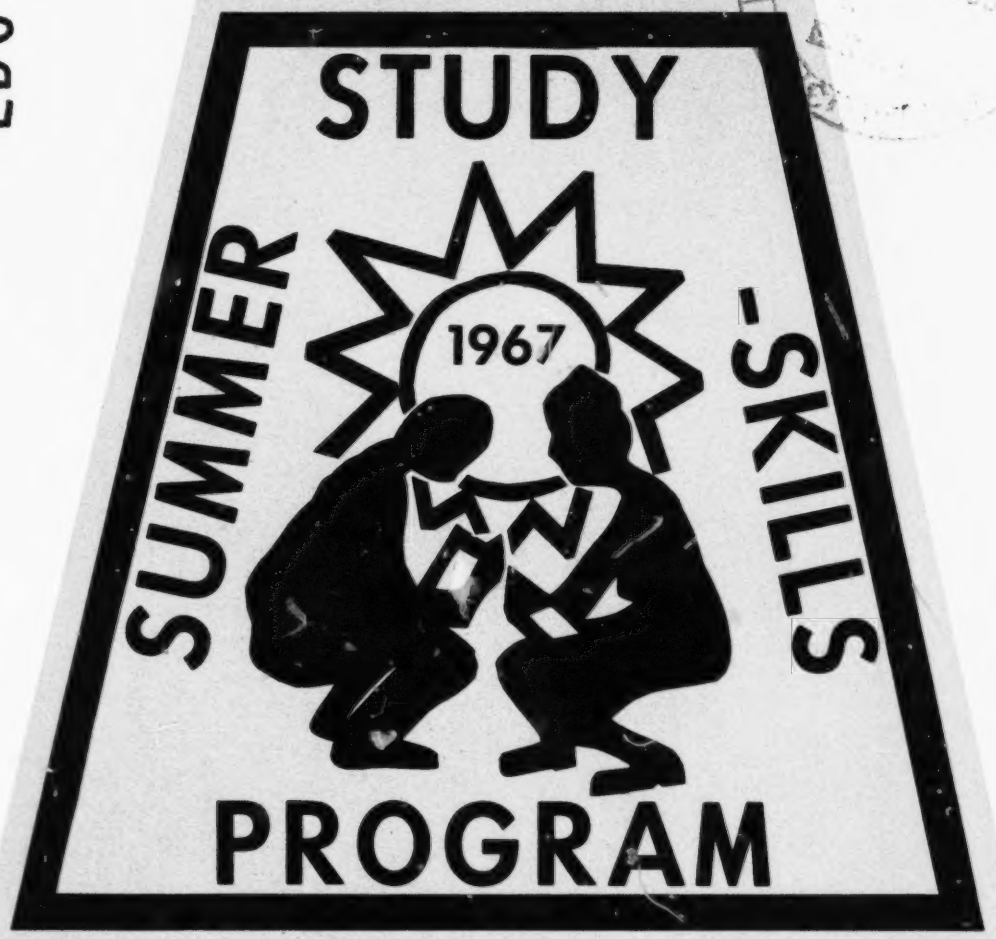

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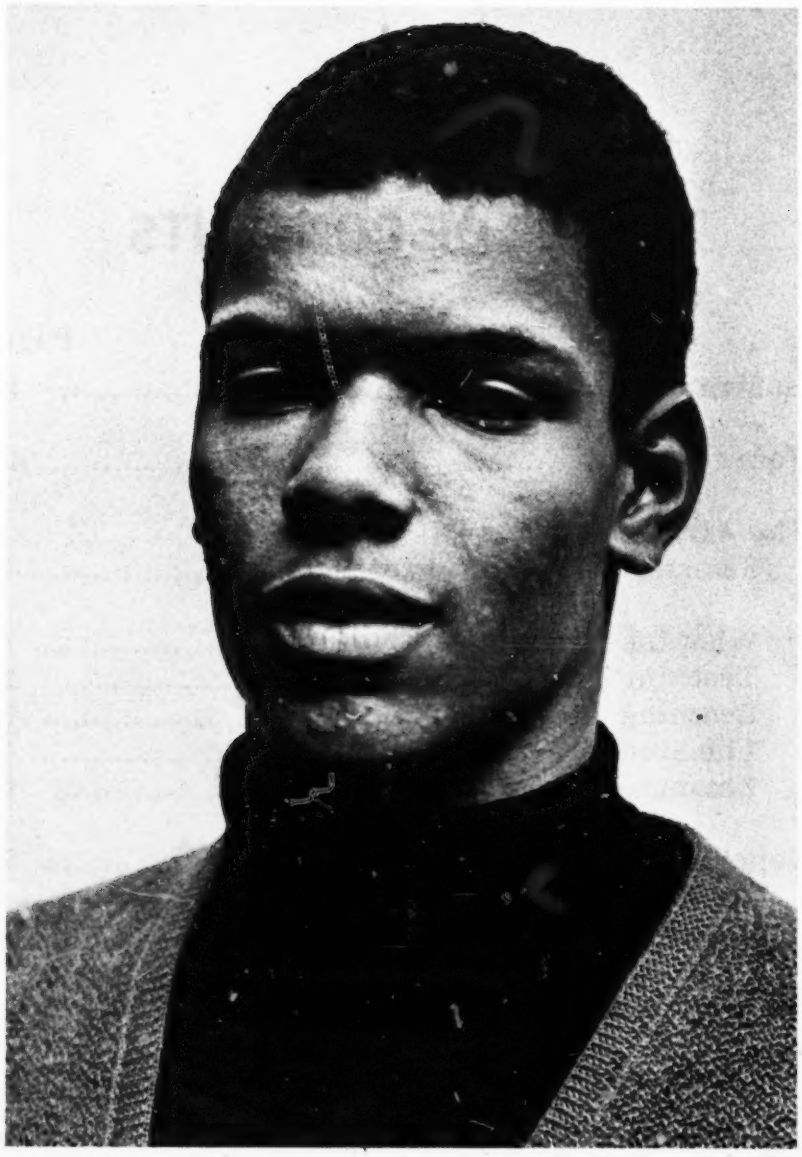

IN MEMORIAM

Ricardo Allen Hoover of Pearl High School, Nashville, Tennessee, participated in the 1966 and 1967 sessions of the Summer Study-Skills Program. He was born in Fort Eustice, Virginia, on October 3, 1950, but participated in SSSP initially as a tenth grader from the Laboratory School of Southern University, Baton Rouge, Louisiana. Ricardo began his junior year at Pearl High School where he was vice president of a junior achievement company, president of Future Teachers of America, and treasurer of this organization the previous year, candidate for office of "Mr. Esquire," and business manager of the class newspaper. His teachers rated him as an excellent student.

Ricardo passed on November 26, 1967.

FOREWORD

Almost two thousand years ago Quintilian complained, "Education is for the schoolroom, not for life." And today's Erich Fromm complains, "It is a tragedy that our society puts so much value on data rather than insight. . . ."

Recent testing among high school seniors revealed that fifteen percent saw nothing wrong with *couldn't hardly;* 26 percent said *like he should;* 17 percent saw no need to capitalize *british;* 36 percent wanted to stick an apostrophe somewhere in the possessive *its;* more than 50 percent could not spell *breathe;* 83 percent could not explain *double jeopardy;* 88 percent did not know what *indictment* was; 86 percent failed to understand that the year A. D. 1002 came in the *eleventh (11) century;* and on a multiple-choice question, 24 percent could not select the first words of the National Anthem.

Now, let us turn to college students in another area: Mental health. It is estimated that of 10,000 college students, 1,000 will have emotional conflicts of sufficient severity to warrant professional help; 300-400 will have feelings of depression severe enough to impair their efficiency; and 100-200 will be apathetic and unable to organize their efforts. Five out of 20 of the 10,000 students will attempt suicide, and 1-3 will succeed; 15-25 will become ill enough to require treatment in a mental hospital.

The Summer Study-Skills Program is, among other things, a preventive program designed to help its participants not become a statistic or be deficient in oral and written expression. It builds on each participant's ability a firm foundation of how to study by developing the requisite skills. It helps each participant to achieve and maintain a spiritual, mental, and physical balance. It provides an opportunity for each participant to become knowledgeable in the Communications area. It teaches each participant cooperation and citizenship in a group living setting. Briefly stated, this is the ABC of SSSP (Summer Study-Skills Program) where each participant is helped to build a firm foundation for the future, for we believe that all youth have a right to the tree of life.

Dr. Ernst H. Suerken, Director
Educational Counseling Service

The ABC of SSSP
(Summer Study-Skills Program)

There are some verities which remain constant despite the swirling pace of change that characterizes today's living. One of these, simply enough, is the use of a twenty-six letter alphabet which persists in our language structure. Functionally, however, these letters can mean whatever the interpreter wants them to represent. For the Summer Study-Skills Program, convening a seventh time on the campus of Knoxville College, summer 1967, *A* ambition, Ability; ability, ambition.

Seventy-two ambitious boys and girls of ability drawn from the southeastern area of the United States, for the most part, came together for the common purpose of improving study habits and learning skills that will equip them to master the academic tasks of college days which lie ahead for most who complete this program.

What the Program is About

With the addition of the seventy-two SSSP participants in 1967, the Summer Study-Skills Program family reached a total membership of 443. That sizeable group of alumni and current study body have all convened in one or more sessions with experienced teaching faculty and staff whose primary purpose is to infuse youth with such ideals and standards for learning that they can sustain themselves through the remainder of high school and at the colleges they attend including those of the Ivy League and the Seven Sisters.

Being admitted to the Program is something of an accomplishment. Potential applicants are screened carefully for their achievement, potential and predilection towards personal growth. It is assumed that their performance in past settings may not have fully demonstrated their capacities, but on the recommendations of high school advisors, counselors, principals, or other interested persons they are expected to gain mastery in mathematics, communications, reading and basic subject areas which comprise the core content of the summer session. *B* is for the basic program which is a firmly, structured, organized curriculum of subjects offered over a period of six weeks.

The Summer Study-Skills Program sponsored by the Educational Counseling Service of the Board of National Missions, United Presbyterian Church in the U.S.A. came into being because of the limited educational opportunities that existed for minority youth particularly in the small-town and rural regions of the Southeastern United States. It came to include the Southwestern resident of Spanish-American or Indian extraction who, like their counterparts from the other areas, did not find opportunity to develop study habits and learning traditions which would insure a sound educational future.

From very humble beginnings at Boggs Academy, a National Missions secondary school, in Keysville, Georgia in 1961, the program transferred to the Knoxville College campus at Knoxville, Tennessee in 1962. As one of the earliest resident programs for academic strengthening, SSSP can take great pride in now being co-resident with other such programs which the tremendous educational need has spawned. The justification for continuance of a separate program seems clear from the number of applicants who apply each year, a substantial number of whom have to be turned down. Further, the educational accomplishments of the "graduates" which are shown by their high attainment in scholarship at outstanding colleges and universities around the country leave no doubt of the value of the program to those who pass through its offerings. The Summer Study

Skills Program can point with pride to 22 *Commended Students:* 12 *Semi-Finalists;* 12 *Finalists* in 1966; 13 *Commended Students;* 12 *Finalists;* 4 *Scholars* in 1967 and 33 *Commended Students;* 24 *Finalists* in 1968 with the 1968 *Scholars* in the National Achievement Program for Outstanding Negro Students to be announced in March 1968.

The Program enrolls superior tenth graders who are ranked according to the norms of their communities. The Program is well aware that these students may show much less precocity when measured against national norms or brought into competition with students of better educational advantage. But such a realistic approach is hardly disturbing since it is to that very educational deficit that the Program intends to minister.

The fundamental format does not change much from year to year. The basic skills of Reading, Communications and Mathematics are the core of the training. However, the way in which these subjects are developed, the opportunity for extensive reading and library work, plus Art, Physical Education and Personal Growth sessions, and cultural exposure to the larger world around them are ways of helping students to grow into well-balanced, aspiring individuals. In such an atmosphere of concern, participants find it hard not to care about themselves. *C* is for concern, oral, mathematical and written communication.

Teaching Goals

T is for teaching, teachers, talent and time—all basic ingredients of the Program. One teacher in the Program spoke about the summer with deep feeling; She said, "Teaching is a challenge—no other job is more responsible. At SSSP teaching is an unusual challenge. Helping students to improve their skills offers an opportunity for the teacher's inspiration and personal growth. From the students I have gained and grown; if they have gained and grown through these six weeks, then a dream has been fulfilled." Not every faculty member says it as eloquently, but there is ample evidence that they share the feeling.

One of the amazing aspects of the Program is that the teaching faculty, nearly every season with some new faces, can meld together so quickly in a common cause. It is required that each teacher bring maturity of judgment and good solid background experience to the job. In fact, they excel in outstanding educational achievements, earned degrees, and other qualifications useful in molding the lives of their young aspirants.

But high enthusiasm is not the only demand made of them. The Director asks that they prepare in advance a set of objectives, and curriculum which they consider appropriate and realizable, in the six weeks period. In each area of content, the objectives are very much student-centered even though proficiency with the content is also expected. It is interesting to examine some of the statements: **Mathematics:** The broad goal was stated as being, "To help each student realize and accept the challenges to his individual potential in pursuit of maximum functional content material so that he can later develop to his full stature in the area of mathematics." Students were consulted about their previous mathematics backgrounds. When interviewed, they point out concepts which they regarded as most difficult, concepts which they would like to learn, grades earned in courses, and their general attitude towards the study of "Math." This information along with their pretest results and its item analysis proved helpful in planning instruction.

The emphasis throughout the six weeks was upon the acquisition of skills, accuracy, coordination, discovery, and performance. The short tests, supervised study, and laboratory periods were implementing devices for accomplishing the goals.

Communications: The English experiences were organized into a broad area of communications. The students were instructed in literature, writing, and speech,

towards the general goal that "all human welfare is dependent upon communication, the sharing and exchange of ideas. . . . Therefore, the learning of clear and effective communication for all individuals is a basic necessity." Students spoke, wrote, and read extensively to gain practice and mastery in the desired directions.

Reading: In reading the staff stressed six basic areas: 1) word meanings 2) total meaning 3) central thought 4) detailed meanings 5) organization 6) summarization. Learning to read is regarded by the staff in this division as a continuing process. They worked untiringly, therefore, to help students learn to read more difficult materials, to read critically, and be able to integrate what was read with previous experience.

Library Usage: The resources of the beautiful, well equipped new Library on the Knoxville College campus were available to SSSP, and much of the study-skills work was instilled here. Acquaintance with a library system, the ability to search for materials, familiarity with major reference works, and experience in the use of bibliographies were major subjects for concentration. A librarian who serves the College also served the Program which meant that the highest level of help was available to students and staff.

Faculty in the specialty areas such as Art, Physical Education and Recreation conceive of their role as being supportively adjunctive to the central core of the Program. The Art instructors say that they use their resources to "help relieve tensions which build up within students" and "to expose the students to as many creative experiences as possible". Whether the instruction is about making an outdoor kiln in the hillside to bake the virgin red clay, or whether on a gallery trip, the eager couple who share their artistic talents with the student participants know full well that part of the meaning of life is garnered from an appreciation of one's environment. They have concrete results to prove their point—tinkling bells, swirling mobiles, and fantastic collages flutter here and there throughout the SSSP quarters. Many students who never had art before discover their latent talent here. This aspect of the Program is one of its therapeutic safety valves.

The physical education and recreation personnel are known to stress social development as much as physical development. They teach that "the development of desirable standards of conduct and the ability to get along with others" is as essential as the healthy body. There were periods of exercising, marching, soccer, basketball, baseball, softball, swimming, and dancing. All aided the physical, mental, social and emotional growth of the students. This is the safety valve that provides the opportunity to "blow off steam."

The Student Personnel Division is perhaps the busiest of all the sections of SSSP. Administering and interpreting tests, counseling students about daily personal crises, providing programs for personal enrichment and self-appraisal are a few of the facets of endeavor. They admit that they find it hard to determine during the Program the extent to which their objectives are being met. They do, however, have a concerted program of individual and group guidance sessions, special class periods, films, etiquette demonstrations, and discussions. Some of the topics on which continuing discussions centered were: Self-Realization, How to Choose a Career, How to Choose a College, and Interpretation and The Meaning of Testing.

Learning to Live

It is probably debatable as to whether the greater emphasis at SSSP is on "learning to live" or "living to learn". This gives us *L* for learning and living. Students who experience the rigorous demands of six weeks of residence here would undoubtedly say that they live only to learn while in the program. A

closer look, however, would show that their time together in the dormitories, sharing living quarters, learning routines, assuming personal responsibility are as much the Program as the courses they bestir themselves to each day. Those who "live in" with the students say that the relationships with each other are paramount in evaluating what happens to students. The Program Assistant who lived with 38 girls "listening to their problems, laughing with them at their gossip sessions, offering advice, and trying to diminish their complaints" felt that these were abundant opportunities to get to know each student personally. She was a former SSSP'er and as such understood the drives, challenges, and conflicts which the students were experiencing.

For many of these students, coming as they do, from smaller towns, hamlets, rural and semi-rural conditions and settings, the standard of living in a college dormitory seems almost affluent. The semi-private rooms, well-furnished and attractively appointed are the beginning of greater self-expression. Many take pride in keeping neat quarters and caring for their personal belongings. Others have to be prodded somewhat, but the sense of belonging outweighs the hardships. The pattern of assigning an "old" or returning student participant with a "new" student helps in the orientation process; it also helps reduce the level of discontent which invariably arises out of the stressful demands of the program. Some parents are fortunate enough to travel to the campus to bring their sons and daughters or to attend the closing exercises. Such exposure does much to bridge the gap between home and later college life; understanding the climate and demands of college help families to meet later requirements.

The place of residence, beautiful Colston Hall, on the stately Knoxville College campus is a source of inspiration to the students. Living for even so brief a period in a real college setting is an introduction to a new way of life. In the words of the young alumna who served as Program Assistant: "Summer Study-Skills Program should be continued for as long as there are students who have missed the world educationally, culturally, and financially." Unlike James Agee's novel, *A Death in the Family,* based on the author's childhood in Knoxville, one need never say that "nothing ever happens here". For SSSP'ers a great deal happens——quickly!

The Students

S is for the students who are the life-blood of SSSP. The seventy-two students of the 1967 session were as variegated in background, home residence and experience as the nearly four hundred who have preceded them. They work hard for academic distinction. They gripe about the toughness of the Program, and they deliver the goods when tested for accomplishments in the areas covered. The Director's List is high priority in competition for every student, and when each Friday evening those who are fortunate enough to make the Director's List through their own efforts hear their names read there is jubilation. For those who missed there is despair mixed with hope that the next week will see them in the honored place. By way of averages, up to 17 students achieved the Director's List at a given time; as many as 49 students were in the "doghouse" during the six weeks. The competition seems healthy enough; there is good natured matured joshing about individuals' abilities.

State Residence of 1967 Students

Georgia	23
Mississippi	13
Alabama	9
Arkansas	8
Texas	5
New Mexico	4
Louisiana	3
Tennessee	2
South Carolina	2
Arizona	2
Virginia	1
	72

How Students See the Program as Helping Them

Beginning with the 1966 session, a Student Reactionnaire was instituted which brings fruitful student evaluation of the Program as they see it. The major highlights of the Program were reported as follows:

TABLE 2
Outstanding Highlights of the Program as Reported by Students

Cultural Trips	17
Cherokee, Oak Ridge etc.	
Growth in Relationships	
Feeling Accepted	2
Sharing, togetherness	10
New Friends	3
Making Director's List	8
Mathematics	6
Entire Program	5
Recreation and Social Times	4
Personal Insight	
Identity, self-discovery	3
Meaning of failure	1
Discovery of Talent in Self and Others	4
Closing Day	2
Art	1
Getting out of "dog house"	1
Learning to compete	1
Understanding another's religion	1
Knowledge increase	2
	71

It is understandable that students see the Program as contributing to their personal growth and tend to place less emphasis on increase in knowledge or educational competence. It is perhaps a tribute to the faculty that they perceive their growth on this basis rather than in a more limited area of a particular skill.

During a group discussion with students it was learned that they also place high value on the help they receive in learning how to apply for college, how to apply for financial aid, and what it takes to "aim for the top of the ladder." They also reported that they learned how to talk with their parents about their achievements and what would be required of them if they attend college.

Students' Academic Performance

T is, as we have seen, for the testing which is an essential element of the Program. There is much supportive evidence of the increase in performance by students as shown on test scores. The students are tested before arrival. They are tested on arrival and at intervals during the six weeks. Their scores are available from these sources:

National Educational Development Test
Preliminary Scholastic Aptitude Test
Scholastic Aptitude Test
Cooperative English Test
Essential High School Content Battery Subtests
Mathematics
Davis Reading Test
Lorge-Thorndike Verbal and Non-Verbal Tests
Otis Quick Scoring

The testing is an essential part of the total program to measure improvement. It also serves the very necessary function of familiarizing students with tests, reducing their anxieties about competing, and generally paving the way for them to demonstrate their potential abilities.

The Student Assistants who work on the staff are former SSSP'ers. They are very helpful as role models and mentors for their protégés. They attend the top schools of the country and can explain firsthand to the aspirants what it means to "succeed".

The Director's Message comes through strongly—"There is no profitable place for a clown here; jesters went out with the last century—unless of course you are planning to be a Bill Cosby or a Dick Gregory, and that takes real skill."

Financial Support

F is for the finances and *M* is for the money that makes the operation possible. Financial support for SSSP is the oil that keeps the machinery running smoothly and surely through each session. It is a matter of prime concern for everyone—participant, faculty and staff—that the doors shall open at the scheduled time in June, and that the needs of the youth will be met. This part of the Program cannot be taken for granted since it is its very foundation, but must be achieved by the vigorous efforts of the administration and sponsoring agency in getting contributors to share in the financial costs.

In 1961, the opening year, the Summer Study Skills Program was funded through the Educational Counseling Service of the Board of National Missions of the United Presbyterian Church in the USA under whose aegis it operates. In 1962, and thereafter the Educational Counseling Service was assisted by the Southern Education Foundation. The Laundry, Cleaning and Linen Workers International Union, Local 218 began to contribute in 1962 and gave to the Program through the 1965 Session. Their support was temporarily suspended when they sustained fire losses in 1965-66. The Stern Family Fund was a major contributor for one session. In 1965, the Rockefeller Foundation made a substantial grant to continue over a three year period. The 1967 Session marks the end of that support. The Doris Duke Foundation provided a sizeable grant for both 1966 and 1967. The United Presbyterian Women also gave major financial support in 1966 which they continued in 1967. In addition, the Women of the Shadyside Presbyterian Church, Pittsburgh, Pa., and the Women of the Iowa Synodical Society, Wadena, Iowa provided gifts over and above the organization support.

The economic level from which the students come make a Program of this nature impossible of self-sustainment. Monies must be provided for board, room, maintenance, supplies, instructional materials, equipment, transportation, and the

follow-up which the Program requires. Salaries must be available to pay the cost of the faculty and staff who can and will get the job done.

The budget has expanded each year to make possible new experimentation in teaching and learning devices, in enrichment opportunities for students, and in supportive ventures which help to sustain the changes which so brief a period as the six-week program begins to make operable. Such excursions as the trip to Expo '67 in July 1967 at the close of the Program, like outstanding trips of previous years, has as an end goal the realization of an experience which helps the young to aspire and continue to grow when they return to their home communities.

It is felt, unapologetically, that the support of everyone who cares about the educational future of such a group of students is warranted. The dividends which return in terms of useful citizenship, educational attainment, and academic distinction are unquestionable.

CONCLUSIONS

The Summer Study-Skills Program continues to operate with vigor and justification in the area of preparing promising students for higher educational opportunity. The alumni who communicate with the Program or who serve in an assisting capacity with those who follow, all speak by performance eloquently to the continuing need for such an experience. Even though there is wider recognition of the need for similar programs in the current state of education, there is negligible duplication of the SSSP idea which remains unique.

The changes within the context of a defined philosophy are to the advantage of the Program: it has operated through its past sessions with a view to developing the whole person, the student being a major focal part of the total thrust. The growth on the part of students as shown by testing and grading is well-documented. The self-goals of students include the acquisition of proficiency in academics. The faculty speak well to the subject of the fulfillment of these goals; they definitely see improvement and expanding potential in the students with whom they work. They believe that the competition and sharing add up to better prepared students. Of the more than 400 SSSP'ers who have participated, 85% are accounted for and have performed well in college experiences. It is agreed that while a diploma is not a passport, the use of brains coupled with know-how add up to success.

Recommendations for improvement are in the general areas of improving teaching procedures, and infusing students as soon as possible within the six weeks of progressing as fast as they can.

In a program such as SSSP where the faculty and staff act as though each person is the greatest in the world; in a setting where the unworried, unhurried confrontation can take place several times a day; in a climate where teenagers come to view themselves seriously with regard to their future there can be no doubt that the basic alphabet—the ABC's of learning and responsibility are adequately dealt with. Furthermore, when students from Doyline, Louisiana, Lukachukai, Arizona and Lawrenceville, Virginia all bend their minds to a common task there can be no mistaking that the letter *Z* stands for Zeal and Zest—in effort, industry, and achievement—for everyone concerned.

THE SSSP PRAYER

Our Heavenly Father, we thank Thee for this opportunity of the Summer Study-Skills Program and the gift of responsibility it entails. Give us this day our daily bread of courage and wisdom and forgive us our debt of past failures as we forgive those who have failed us, and lead us not

into the temptation of indifference to the daily tasks and needs of this time. Deliver us from the evils of doubt and fear and suspicion and all pettiness. Grant that out of the wide fellowship and noble companionship of these days may come a deep purpose to go forward as we have never gone forward before. Give us the strength to translate our dreams into the concrete things that must be done, day by day, to realize those dreams and may the inspiration of great men and women of all ages and of our immediate Faculty and Staff be with us and abide with us. Amen.

The 1967 SSSP Student Participants

Brenda Alexander*	Atlanta, Georgia
Susan Allison	Sacaton, Arizona
James Anderson	Houston, Texas
Firosey Baker	Canton, Mississippi
Tyree Barefield-Pendleton*	Birmingham, Alabama
Pauletta J. Beal	Itta Bena, Mississippi
Deborah A. Beavers	Atlanta, Georgia
Gwendolyn Boyd*	Moultrie, Georgia
Carlton Brown	Jackson, Mississippi
Agnes I. Brunner	Jackson, Mississippi
Stephen B. Burns	Birmingham, Alabama
Virginia A. Caine	Pine Bluff, Arkansas
James A. Christian	Houston, Texas
Mark Clark	Albany, Georgia
Dorothy Coggins*	Roswell, Georgia
Christina Cook	Espanola, New Mexico
Della Davidson*	North Little Rock, Arkansas
Paul Drumgoole*	Pine Bluff, Arkansas
James S. England	Houston, Texas
Charles Fuller*	Doyline, Louisiana
Valeria Glenn*	Bessemer, Alabama
Larry Greene	Columbus, Georgia
Craig Harrison*	Savannah, Georgia
Mattie Hayes*	Thomasville, Georgia
Linda Haynie*	Pine Bluff, Arkansas
Marvin Hendrick	Newnan, Georgia
La Verne Holtsoi	Lukachukai, Arizona
Herman Hooten*	Tuskegee Institute, Alabama
Ricardo Hoover*	Nashville, Tennessee
Paul Howard	Midville, Georgia
Alicia Jackson	Houston, Texas
Don Jackson	Birmingham, Alabama
George Johnson	Columbus, Georgia
Linda Johnson	Atlanta, Georgia
Shirley Johnson	Jackson, Mississippi
Bernard Jones*	Jackson, Mississippi
Carla Jones*	Pine Bluff, Arkansas
Evelia Jones	Jackson, Mississippi

Melodine Jones*	Lumpkin, Georgia
Gordon Joyner*	Fort Valley, Georgia
Marlene Killings*	Birmingham, Alabama
Ronald Kimball*	Atlanta, Georgia
Sarah Lincoln*	Minden, Louisiana
Ted Martinez*	Taos, New Mexico
Kenneth H. Marks	Lawrenceville, Virginia
Clarence Mays	Charleston, South Carolina
Francine McAfee*	Marietta, Georgia
Jerry Moore*	Bessemer, Alabama
George Myers*	Jackson, Mississippi
Harold Nevels	Savannah, Georgia
Deborah P. O'Neal	Birmingham, Alabama
Delois Pruitt	Little Rock, Arkansas
Beverly Richardson*	Little Rock, Arkansas
Yolanda Romero*	Taos, New Mexico
Aaron Sanders	Sacramento, California
Barbara Saunders*	Monroe, Louisiana
Charlene Simmons*	New Albany, Mississippi
Janice Sims*	Atlanta, Georgia
Catherine Taylor*	Jackson, Mississippi
Willie Lee Taylor	Jackson, Mississippi
Ojetta R. Thompson	Greenville, South Carolina
Robert Thornton*	Birmingham, Alabama
Flora A. Washington	Itta Bena, Mississippi
Spencer Way	Savannah, Georgia
Roland Welmaker*	Atlanta, Georgia
John Wheadon*	Houston, Texas
Winifred White	Mequon, Wisconsin
Linda Williams*	Jackson, Mississippi
Jeanie Wood*	Atlanta, Georgia
Deborah Woods*	Murfreesboro, Tennessee
Harold B. Woods	Pine Bluff, Arkansas
Nathaniel Youngblood	Atlanta, Georgia

*Participated in 1966 SSSP

WE WENT TO EXPO '67'

We were ahead of schedule all the way and the first real stop was Washington, D.C. A student from New Mexico said, "I never thought I'd be in the nation's capital." The stop was for dinner and then a cook's tour of the various governmental agencies—Pentagon, White House, departmental buildings, and the Smithsonian. Cameras were clicking but no time to stop because the bus needed a permit to park. But the driver knew which way to go.

The drivers were tremendous and the 46-passenger Silver Eagle rolled into Albany, New York while the town was fast asleep. Breakfast in Glen Falls with a student commenting, "It's not that we've seen so much yet, but it's just great to be here." He was from Georgia.

Next stop: Montreal, Quebec, Canada. Eyes alert and necks craned to see this new country. Going through Customs was a new experience. Is there anyone on this bus who was not born in the United States? Yes. May I see your credentials, please? A staff child, Canadian born. We were allowed to proceed and passed miles and miles of land. Heard from *a thinker,* "If only the U.S. could borrow some of this land for its overcrowded cities."

Now Montreal and a search for the Lycee da Silva, our living quarters, where we would be housed dormitory-style. It had its lighter moments when the SSSP director was mistaken for a student and told to get dressed in 30 minutes "and get out." This matter brought on new negotiations which were satisfactorily settled. Of course, negotiating without an interpreter was a bit difficult but not insurmountable. The school director spoke only French.

We went to the fair. Passports, subways—running, pushing, laughing. "Suppose I don't get off in time?" One didn't and everybody screamed. She took another train back.

Money had to be exchanged. Current discount rate, 7%. Standing in line for everything. Who said the Knoxville College cafeteria lines were long. Look for the longest line—there must be something to see. So much! Where do you start? Minirails, Monorails, Expo Express—Walk. Start anywhere—go anywhere. Just meet

for a "count" twice a day. Everybody here? Is everything OK? Go for yourselves. There were benches for staff who couldn't keep up and when they were filled there was always the ground. Seeing us gather for our group meetings naturally brought some stares and questions from onlookers.

Where are you kids from? Eight states in the South, and New Mexico. What does SSSP stand for? Summer Study-Skills Program. We left from Knoxville, Tennessee where we studied for six weeks, Hard. Mathematics, Reading, Communications, and Library Usage. Where are you folks from? Minnesota, Virginia, Ohio. What's that on your sweatshirts? *SSSP—Key to Success* on the front and *Smile, If you Love Me* on the back. Sponsor? United Presbyterian Church, USA. Are you Presbyterian? No sir, I'm Baptist.

Five days and you can't see it all. But some saw DeGaulle. Wish I had studied my French in high school. If you stay around here long enough you'll learn. Exchanges at night set the pace for the next day's activity. Have you been to the U. S. pavillon yet? Russian? Get in the best lines early and then pick up some of the smaller ones. You could spend a whole day in some. The Telephone Pavillon? It's great. And on, and on.

Pack the Silver Eagle. Goodbye EXPO. Ottawa next stop! Ahead of schedule so we waited in the park. The girls rested but the boys saw a basketball stand but no ball. Little boys bicycling in the park and then a basketball appears. Action starts fast and furious and the pros are working. It's hot and there's no water. A man walks

through the park. Where are you people from? He listens and comments, "Those boys are hot." He leaves and returns with water and cups for all, even the girls on the grass.

Our host arrived, welcomed and shared the planned schedule: lunch, band concert, dinner, dance, and the next day a tour of the town. The Silver Eagle was off again. So many parks, a bit of envy. His home was our meeting place and lunch for 50 people. Bountiful and beautiful and more new friends: Canadian, Russian, English, and New York, USA. "It's a great big beautiful world." A band concert on the hillsides and it rained. The sun shone and the people were there: foreign diplomats. Another nation's capital with its variety of people and language sounds. They were communicating.

Back to the host of hosts. The families came to pick up their charges for the night. "We asked for two boys, but we can really take four if necessary." "Two girls over here."—"It doesn't matter." Bessemer, Alabama, Doyline, Louisiana, Marietta, Georgia, meet your hosts. "Ok folks, now let's get the schedule straight. Supper and meet at the Barn at 9:00 tonight."

The music had started. Loud—it had to be heard. Hesitancy and then they moved. "Young folks are wonderful". Louder, longer, and faster. Just girls, boy-girl, just people. They were communicating and everybody was moving. What freedom! Music was live, very much so.

Pack the Silver Eagle for home. Let's get some pictures. Thanks folks! Thank *you* for bringing

them. You'll hear from us. If you ever come to the States . . . A few tears yet it was only overnight. Another milestone. But the tour was just beginning. The old and the new, the City Hall which looked like the setting for the United Nations and someone had their picture taken in the mayor's chair. The Changing of the guards was well worth the waiting—and more pictures, and the Royal Canadian Mounted Police, with horses. Goodbye Ottawa and thank you. We lost 7 of our group here. We had been well received.

A two and a half hour cruise through the Thousand Isles will not be soon forgotten nor the waitresses who served 86 hamburgers, 43 orders of french fries, and 43 milk shakes in an hour. On to Syracuse, New York and an overnight stop. Quite luxurious and the "ambassadors" were on parade. Let's meet for dinner at 9:00, dressed. They did and well pleased. Ah! and where are you from? Southeast and Southwest and we've been to Expo. Buffet dinner and all you want. Where's the ice machine? What's this for? Now, I've seen everything. What's on TV? Breakfast at 8:00.

Are you packed? We'll have breakfast *after* the bus is packed. Don't forget anything—turn in all keys. "Let's Roll!"

Sleep, sleep, sleep. When I get home, I think I'll sleep for a week. Band practice starts tomorrow. I'm going to the Scout Jamboree. Did you mail those cards? What do we do with the money we didn't get exchanged? Souvenirs? Stamps, too?

Don't forget to take the tests you are supposed to take and get your Parents Confidential Statements in to my office on time. You know the deadline. It's been a good trip and good luck for the school year and goodbye. We'll make Atlanta about 6:30 this morning. Those students going to Jackson can get a bus out at 7:00. Let's try to make it. Pine Bluff? 7:30. Good. You three go to the airport together. Greyhound station is two blocks over. Are your folks here to pick you up? 8:30? OK.

Home and no casualties. Approximately 9 days, 6 hours, and 30 minutes after the 1967 SSSP was officially closed.

THE 1967 READING WORKSHOP

A Summer Study-Skills Project for Elementary Teachers

Anne E. Price
June 26—July 7, 1967

The Reading Workshop (SSSP) was held for the fifth consecutive summer on the Knoxville College campus, Knoxville, Tennessee from June 26 through July 7, 1967. The ground floor lounge of McGranahan Hall, with its adjacent study and storage rooms, proved a comfortable and convenient meeting place for daily sessions.

Twenty-seven elementary school teachers participated in the intensive two week program. They came from small, rural communities of Mississippi, Louisiana and Georgia. Their teaching positions spanned grades one through six and their teaching experience ranged from two to thirty years. It was interesting to note how such a high concentration of participants from small, southern communities, similar in experience, background and outlook, affected the overall structure and accomplishments of this workshop when compared to others of the past.

From the beginning, it was evident that the majority of the participants were limited in formal training, had had few (if any) recent experiences in methods courses, were new to group living and sharing as a part of college-dormitory life, and were very insecure in making contributions to class discussions. By their own admissions, many did not know "what to expect," but had not planned "to do any work."

Considerable time and effort was spent during the first week building "readiness" for workshop participation and activities. All enrolled were encouraged to enter into discussions. They were asked, initially, to react to materials, to offer suggestions, and to make criticisms based solely on their years of teaching experience rather than on textbook readings and research. Breaking through this "resistance to learning" and hard-core insecurity was the most difficult task of the instructor during the entire workshop.

The workshop program, as originally planned was almost completely revised and modified to fit the needs and abilities of the participants. The objective for every teacher, however, remained the same, i. e. regardless of her current teaching assignment, to become conversant with the TOTAL reading program—its objectives, organization, skills, methods, and materials—for grades one through eight. The wide range of reading abilities found among pupils at every grade level makes it imperative that the teacher be familiar with the reading habits, skills, and techniques of grades below and above that to which she is assigned.

Because the majority of the participants brought so little in the way of previous knowledge and experience with methods and materials, they were obliged to put in long, arduous hours of study and concentration. Unused to such "forced" application after years of idleness from academic pursuits and poorly trained in habits of study and research, many found the first week's work frustrating and even discouraging. It was sometimes discouraging to the instructor too.

But—suddenly the idea of what had to be done, and how, and why, caught on! The innoculation of professional responsibility for self-improvement, of duty and obligation to students, of self-pride in achievement, "took." The participants broke out in a contagious rash of zeal and enthusiasm. The second week went by all too swiftly for both participants and instructor.

Two aspects of the program which, by all accounts, were the most rewarding were: (a) the construction of three independent seatwork activities and/or games in reading to be used with the pupils assigned to the participant in the fall and (b) the researching and reporting on an individual basis to the instructor of some learning problem in reading which gave the participant particular concern. In the case of the former, all art supplies and equipment were provided necessary to complete the game or activity in a form that could be taken home and put to use in the classroom. In the case of the latter, a well equipped library of professional textbooks, bibliographies, anthologies, basal readers, and reading workbooks was made available exclusively for the use of participants. In researching his problem, the participant was given an opportunity through a planned consultation period with the instructor to discuss his research findings and to receive further direction for additional research or for effective application of some newly discovered technique.

Every single participant made significant gains in insight and techniques. Seven of these teachers received honors in scholarship for outstanding class work and research reports. Unfortunately, as one participant put it, "We've just gotten started and it's time to go. Two weeks is not enough; we need three!" *For this particular group,* three weeks *would have been* more beneficial than two. They needed slower pacing, more individualized instruction, extended practice in methods, and repeated drill in skills.

In retrospect, it seems incredible that a group of teachers could begin with so little in the way of interest, preparation, and skills and yet evidence such growth in two short weeks. There is no doubt that the 1967 Reading Workshop, more than any other to date, met a crucial need in the professional life of the participants for preparation and training. To the end that good and positive impact will be made, thereby, on the acheivement levels of future students touched by the participants, this workshop accomplished much and was most gratifying.

Anne E. Price

1967 Reading Workshop Participants

Miss Anne E. Price, Director	St. Louis, Missouri
Mrs. Virginia Fox, Assistant	St. Louis, Missouri
Mrs. Ary D. Bailey	Minden, Louisiana
Mrs. Mary Ella Ball	Yazoo City, Mississippi
Mrs. Evelyn Bivins	Waycross, Georgia
Mrs. Arthur M. Collins	Laurel, Mississippi
Miss Vila M. Dennis	Sarepta, Louisiana
Miss Alice Elam	Greenwood, Mississippi
Mrs. Jimmie English	Waycross, Georgia
Mrs. Allene W. Fouche	Yazoo City, Mississippi
Mrs. Servada Fuller	Minden, Louisiana
Mrs. Marie Greenard	Minden, Louisiana
Miss Juliette M. Heard	Minden, Louisiana
Mrs. Johnnye Henderson	Waycross, Georgia
Mrs. Hazel B. Kelly	Minden, Louisiana
Miss Flora Mae Keys	Laurel, Mississippi
Mrs. Beulah M. Lewis	Minden, Louisiana
Miss Annie Dell Lindsey	Laurel, Mississippi

Miss Norean C. Melton	Greenwood, Mississippi
Miss Lurline R. Minor	Starkville, Mississippi
Mrs. Geneva Nelson	Minden, Louisiana
Mrs. Rosa Mae Rice	Minden, Louisiana
Mrs. Bertha L. Smith	Laurel, Mississippi
Mrs. Lucille Smith	Greenwood, Mississippi
Mrs. Eula L. Stevenson	Minden, Louisiana
Mrs. Catherine Terrell	Minden, Louisiana
Johnny Townsend	Starkville, Mississippi
Miss Dorothy J. Whitehead	Greenwood, Mississippi
Miss Allie M. Wortham	Shongaloo, Louisiana

THE 1967 ADMINISTRATORS' WORKSHOP

A Project of the Summer Study-Skills Program

William D. Martinson and William L. Elster
June 26—July 7, 1967

Introduction

In answer to the call to provide equal educational opportunities to the thousands of disadvantaged* youth of America, countless numbers of special programs offering remedial assistance in the basic learning skills areas have been initiated during the past several years. These programs, many of national scope, have focused attention on means of overcoming existing difficulties or learning deficiencies. Typical of such projects are the numerous "Headstart" and "Upward Bound" programs now in operation. A forerunner of some such programs, although regional and privately sponsored, has been the Summer Study-Skills Program now in its seventh year of operation. This project, sponsored by the Educational Counseling Service of the Board of National Missions of the United Presbyterian Church in the United States of America, is also intended to provide "catch up" experiences for tenth and eleventh grade children of college potential ability.

In the past, the majority of these programs have been remedial in nature—designed to compensate for local schools' inadequacies in providing quality education to meet individual needs. Unfortunately, little effort has been directed toward alleviating those conditions which produced or perpetuated such inadequacies or deficiencies.

Background

The problem and needs of the disadvantaged have been identified and diagnosed and attention has been given to helping individuals who have such problems and needs. The major obstacle now confronting education is to prevent rather than remedy situations which allow the development of inequities in educational preparation. It is to this end that the third in a series of summer workshops for administrators of schools producing disadvantaged youth was conducted as a part of the Summer Study-Skills Program.

Based on the assumption that administrators, once familiar with the various opportunities for providing special projects for disadvantaged youth, would be encouraged to initiate such projects, the Workshop was designed to provide an exposure to various programs which have been successful in different schools. Thus, in a "multiplier fashion"—an impact on administrators producing influence on teachers yielding changes which affect students—steps might be made to correct conditions which produce educational disadvantages.

Following a recommendation of the 1964 Report of the Summer Study-Skills Program, a Workshop proposal was developed, submitted and approved for operation. Funding for the Workshop has been provided by the Educational Counsel-

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*Various terms have been used interchangeably to refer to youth from socio-economic environments which do not afford the educational and cultural experiences usually associated with the traditional school program. Such terms include "culturally deprived, culturally different, low socio-economic background, poverty stricken and economically depressed."

ing Service, the Doris Duke Foundation, the Rockefeller Foundation and the Southern Education Foundation. The Administrators' Workshop was conducted, as in the past, in conjunction with the SSSP. Participants are solicited from elementary and secondary schools of the Southeastern U. S. area.

Although the number of participants has continued to be small, those who have been in attendance have been most enthusiastic in their endorsement of the need for and value of the Workshop. All participants have recommended the continuation of the program.

Objectives

The goal of the Workshop was to assist the participants to develop an understanding of the cultural and educational problems of the children within their particular school systems. Effort was directed toward identifying specific needs and developing projects to meet these needs. The basic objectives of the Workshop included:

1. An examination of the problems of disadvantaged youth.
2. The development of sound understanding of the characteristics of such youth; their home, school, and cultural backgrounds.
3. A review of existing programs designed to assist disadvantaged youth.
4. Guided observation of a successful and functioning program designed to assist disadvantaged youth.
5. An interchange of ideas, related to basic problems, by the participants.
6. The formulation of individual projects which could be used and implemented at the local school level.

Participants

During the three-year history of the Administrators' Workshop there has been a continuing problem in attracting appropriate school personnel to participate. This year there was a total of only six enrollees.

The participants represented primarily rural or small town schools or school systems serving areas where half or more of the population was considered to be in the "poverty" class. All the participants served as principals or held some supervisory position in their school or school system.

Four of the participants were from Mississippi, with one each from Tennessee and Louisiana. All the school systems represented were in the early stages of school integration. Discussion among the participants indicated that there was nothing in the way of a special program to aid the disadvantaged youth being conducted in their systems. Thus, the participants had limited knowledge of ongoing programs and their contributions were negligible in this area.

Program

The Workshop was designed to familiarize the participants with the characteristics of the disadvantaged population, to outline the broad educational and cultural needs of students from such communities, and to explore a variety of possible programs for meeting the needs of disadvantaged youth. Numerous examples of existing programs and possible projects for overcoming the needs of the disadvantaged population, and particularly youth, were presented to the participants in an attempt to stimulate exploration of additional opportunities. Creativity, originality, and innovation were primary considerations in exploring or developing new projects. More specifically, the program was designed to include three distinct phases:

1. Orientation to the scope and significance of the problem.
2. Exploration of and discussion about existing programs and consideration of potential programs.
3. Formulation of a program of action by each participant for his respective school and community.

A variety of methods and techniques was used to introduce content material. The small size of the group lent itself well to the use of the presentation—discussion or seminar approach. In addition, a variety of visual aids including films, demonstrations, observation, and source materials was used. Each member of the group was expected to contribute information gained from his outside reading.

Specific areas presented for discussion and consideration included the following: the nature of the problems of the disadvantaged, characteristics of the culturally different and factors contributing to these differences, the SSSP, counseling the disadvantaged, understanding community resources, assessment of individual differences, federal programs, writing project proposals, and dealing with local apathy and resistance to change. Various on-going programs were discussed to illustrate a variety of approaches to overcoming the problems of the disadvantaged. These included summer study skills programs, tutorial programs, pre-school programs, extended day activities, drop out and return programs, adult models, civics leader involvement programs, in-service teacher training, communication skills training, vocational-educational guidance, award and recognition programs, cultural enrichment, student orientation, expanded student activities, and home and family programs. During the discussion of these programs an emphasis was placed on getting the participants to think in terms of the possible application or adaption of some of these programs to their local situation.

Participants were required to report on two projects they had developed for use with the disadvantaged. The first was a project which could be developed and implemented by the participant with little or no additional outside assistance or funding. Included in these reports were projects to improve health instruction of the disadvantaged youth, grouping techniques for improving instruction, motivation of the disadvantaged, making field trips meaningful, improving spelling instruction for disadvantaged youth, and an enrichment program in arithmetic in the lower elementary grades.

The major work of the participants was to develop a school or system-wide program directed toward solving problems of disadvantaged youth. These projects would require the approval of a higher authority than the participant since implementation of the project would require the services of several people, and additional moneys, materials, and equipment. The participants were required to write up their projects in the form of a proposal which could be presented to the local school board, a state department of education, or the U.S. Office of Education. Topics presented by the participants included the following: A Program of Enrichment to Increase School Achievement in Children, A Band Development Program, Pre-School Education for Disadvantaged Youth, Upgrading an Elementary School Library, In-Service Communication Skills Workshop for Elementary Teachers, Establishment of a Remedial Center for Underachieving Students.

The participants observed the instructional program of the SSSP. These observations included viewing instruction in mathematics, English, reading, art, and student personnel. These observations were designed to acquaint the participants with the unique problems of various students, effective teaching methods, and use of special materials and techniques. In addition, two SSSP staff members presented to the participants additional aspects of the SSSP program. Mrs. Willie Hudson Wheeler of the Student Personnel staff discussed selection procedures,

student characteristics, and the objectives of the guidance program. In a similar manner, Mr. Samuel Johnson, Director of the SSSP, discussed the problems of the disadvantaged in competing in college, the possible benefits to be derived from special programs and the goals of SSSP. Mr. Johnson also commented on the challenge of the program and outlined the kinds of assistance available to aid students in securing a college education.

Throughout the entire workshop, participants were encouraged to enter into any phase of the discussion. A concerted effort was made to relate the materials to application at the local school level.

Evaluation

While the number of participants was small, only six, all showed enthusiasm and interest which appeared to be genuine. All felt that they had gained a better understanding of the magnitude of the problems and characteristics of disadvantaged youth. Further, they felt that they had obtained much information about existing programs and new methods and techniques, and they demonstrated their desire to develop projects to meet student needs in their respective communities. The methods and techniques of presentation and discussion used in the Workshop proved to be a stimulating approach. The size of the group certainly provided for a great deal of individualized attention and instruction.

As in previous Workshops the participants initially tended to focus on the apathy and limitations of their community to accept or implement programs. However, a gradual change in this orientation was observable and a more positive outlook was developed.

The participants seemed to have a great deal of information concerning many federal programs (mainly Title I and Title III projects under ESEA) which had been implemented in their areas during the past few years. However, their knowledge was limited to more conventional projects which were not designed to deal with some of the specific and major problems of the disadvantaged.

The materials used in the Workshop, while limited, were appropriate and well related to the instruction. The college library was used frequently and was a good source of general and background information.

The six participants represented a wide range of abilities, educational backgrounds and experiences, and the benefits each received from the Workshop were in proportion to these individual characteristics. The limited abilities and readiness for such an educational experience of some participants left serious doubt as to the value of the Workshop for them. All participants were limited in their problem solving techniques and ability to visualize the many and varied aspects of the total problem of the disadvantaged. Generally they would focus on isolated aspects of the problem, and limited their use of methods, techniques, or approaches to the alleviation of the problem. Much attention was given to helping the participants develop a conceptualization of the total problem, developing problem solving abilities, and using a variety of approaches in the development of a positive program. It appears that considerable growth in these areas had taken place in some participants, while some had grown to a lesser degree during this period.

Recommendations

The need to include educators in the massive attack on the problems of the disadvantaged is clearly demonstrated. During the current year no less than 74 NDEA Institutes based on working with the disadvantaged are being conducted throughout the country. While these institutes will prove to be of great value,

they are directed primarily to the classroom teacher, and in many cases, teachers in specific subject matter area. While some of the institutes have included supervisors, the emphasis is again on curriculum development. There has been little evidence of interest to include school administrators in any of these programs.

Remedial programs are stop-gap measures and do little to correct the conditions which produce the original deficiencies. Only through energetic, enlightened, and creative leadership will programs be developed to provide "truly" equal educational opportunity. Since only principals, superintendents, and other high level school administrators are in a position to implement school and system-wide programs, the need for an administrators' workshop is abundantly clear. The persistent and re-occurring problem of inducing such administrators to become involved in such workshops remains unsolved.

General reactions to the workshop are highly supportive and encouraging despite the limited degree of student participation. Although the small number of participants is conducive to individualized instruction, it greatly limits the degree of interaction and an exchange of ideas. Obviously the impact on the total problem of education for disadvantaged youth is a correlate of the degree of participation.

1. It is recommended that the program be continued, and that continuous and expanded efforts be directed to recruiting a greater number of participants.
2. To enable a concerted attack on the problems of an entire school system, it is recommended that multiple representation from a single school system (county or city-wide school corporations) be encouraged.
3. To have an impact on top level administrators and supervisors, it is recommended that State Department of Public Instruction personnel of the various states be solicited as potential workshop participants.
4. As an inducement to enrollment it is recommended that further exploration be given to the possibility of offering collegiate graduate credit through some university for successfully completing the Workshop experience.
5. With anticipated increased enrollment and multi-state representation, it is recommended that appropriate state educational leaders and other qualified consultants be invited to participate as discussion leaders and resource persons.
6. It is recommended that the Administrators' Workshop again be conducted concurrent with the Summer Study-Skills Program.

1967 Administrators' Workshop Participants

Arthur F. Bynum	Corinth, Mississippi
Willie R. McCoy	Yazoo City, Mississippi
Mrs. Ganelle O. Nelson	Ripley, Tennessee
Roy D. Prather	Ripley, Mississippi
Mrs. Esther M. Rayford	Laurel, Mississippi
W. R. Reeder, Jr.	Minden, Louisiana

Inquiries and requests for further information
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